

2004-2006 PROPOSAL

Bainbridge Island Arts Education Community Consortium

THE BEGINNING

The Bainbridge Island Arts and Humanities Council's *Community Cultural Plan* was adopted by the City of Bainbridge Island in 1998 as the *Cultural Element* of its comprehensive plan. Eighty-seven percent of the Island residents surveyed agreed that visual and performing arts in school curriculum improves student performance in all subject areas. As a result, Arts Education is the second of eleven goals in the plan. "Our community will demonstrate its commitment to quality arts education and life-long learning by advocating for comprehensive inclusion of the arts in our schools and in community settings."

In the Fall of 1998, the Bainbridge Island Arts and Humanities Council (BIAHC) brought together a diverse group of local artists, arts organizations, school district staff, parents and business representatives to start a dialogue about building partnerships between the arts community and the schools. The community, rich in arts resources, expressed interest in and commitment to supporting arts education in the schools. The schools recognized the importance of arts in education but did not possess the personnel or budgetary means to implement an integrated arts curriculum. Visual arts and music were typically taught isolated from one another and separate from the academic program. Drama and dance were not included in the curriculum. Many classroom teachers had had no experience or training in the arts in their credentialing program, and were therefore reluctant to launch into what seemed like uncharted waters. Current research on brain function and the arts was not being implemented. A profound need for uniting resources was clear. The result of these meetings was the formation of the Bainbridge Island Arts Education Community Consortium (BIAECC) and an application to the Washington State Arts Commission (WSAC) for a community consortium grant. The successful grant application funded a pilot project at Sakai Intermediate School during the 1999-2000 school year.

The primary short-term goal of BIAECC was to introduce drama and dance into the fifth and sixth grade curriculum at Sakai and to involve four classroom teachers, plus specialists in physical education, visual arts and music in a collaborative process. BIAECC also designed and distributed an *Arts Education Resource Guide* for use by all Bainbridge Island teachers. The project was designed to be responsive to the State's Essential Learning Requirements (EALRS) and the *Cultural Element* of the City's Comprehensive Plan.

In 2000-2001, the second year of the WSAC grant, six Sakai teachers attended drama, dance, and visual arts training and worked with a drama artist in residence in their classrooms. Participating students visited visual arts exhibits at Bainbridge Arts & Crafts (BAC), dance was taught by the Bainbridge Dance Center (BDC) in all fifth-grade Physical Education classes, and the whole Sakai student body attended dance and drama performances at the Bainbridge Performing Arts (BPA) Playhouse. The Consortium also distributed a questionnaire to all district K-6 teachers to determine how the program could be expanded.

Based on the responses from the teacher questionnaire, the experience of working for two years with teachers and students at Sakai, and an investigation of how other successful programs promoted arts education, BIAECC decided to expand the arts education project in 2001-2002 to include teachers and students at all three K-4 schools, the 1-6 alternative school, as well as continuing with fifth and sixth graders at Sakai. Teachers participated in a *Summer 2001 Training Institute*, which introduced them to the community arts resources and artists, and the integrated arts focus of the consortium. Those who attended then chose from a menu of classroom arts activities and performances offered by the Consortium throughout the school year.

2002-2004 Developments

The program is responding more effectively and consistently to the needs of the teachers and students, as evidenced by teacher and student interviews, mail-in evaluations, and email questionnaires. A *Long-Range Planning Report* was completed by an Arts Education Consultant in June 2003, based on research, interviews and assessments across the program. These findings have been instrumental in focusing our goals, determining our priorities and planning our growth. With a vital foundation in community support, the program continues to mature and expand in its three defined goal areas: professional development and teacher training, classroom arts activities with visiting artists, and performance opportunities. In 2004, over 1,200 students and 37 K-6 teachers participated in the program, 50 percent of the total elementary teaching staff. An additional 2,355 K-8 students participated as audience members in performing arts presentations.

Our offerings in Teacher Professional Development are maturing, reflecting current research in creativity, brain function, and arts learning. The second Summer Institute 2002 focused on clarifying the Arts EALRs in four arts disciplines for 25 district teachers. In 2004, Teacher Professional Development expanded, with 29 teachers participating in four, two-hour Workshop Series on *Integrating the Arts with the K-6 Academic Curriculum*. This “series” format offered in-depth training sustained over one month. It was based in current brain/body research in integrated arts and academics, and addressed Essential Learnings for both.

BIAECC continues to offer *Art Study Projects* in the visual arts, music, dance, and drama through an expanding *Arts Menu of Offerings* in all the five K-6 schools. Artist-instructors who lead these projects, consistently use the flexible Arts EALRs lesson plan format, which BIAECC developed in 2002. Responsive to diversity issues, BIAECC has expanded its offerings to include projects with artists who support Special Education, Pacific Rim Studies, and multi-cultural community studies. The *Menu of Offerings of Arts Study Projects* now includes standardized pricing and hour structure. The current version of this *Arts Menu* has become a more functional and flexible way to offer a diverse range of projects to teachers in an optimum way.

Another key area of growth in 2002-4 has been the Art Docent Resource Center. Classroom support materials and Professional Development Resources for teachers and Art Docents can now be found in one central location. BIAECC has established a pleasant, materials-rich, user-friendly Art Docent Resource Center at Sakai Intermediate School Library. One hundred teachers and over 70 volunteer Art Docents now have access to this Center and its cross-referenced database.

After five years of a step-by-step planning and learning process, the Consortium is well on the way to accomplishing our long-term goals. We have an increased understanding of the process this program needs in order to flourish in our community, as well as more responsive communication skills that are at the core of our partnerships. We are generating improved strategies for assessing our growth. In the coming years we look toward building partnerships in support of students and teachers at Woodward Middle School, Bainbridge High School, and the alternative Middle School and High School Programs at the Commodore Center. We recognize the great need of our pre-teens and teens to form meaningful connections in their lives. Inspired learning through the arts can stimulate courage for building powerful connections, to self and the wider community.

Bainbridge Island Arts Education Community Consortium: *Building Connections.*

***Building community partnerships between artists, arts organizations, and the schools.
Providing high quality learning opportunities through the arts
of drama, dance, visual arts, media, and music.***

THE ACCOMPLISHMENTS

Participation by the Bainbridge Island Arts Education Community Consortium in the WSAC-sponsored project over the past five years has been a rewarding experience for everyone involved. For our community, the Consortium project has made possible a coordinated effort supporting arts education. Funding from WSAC has provided the impetus for a sustained effort toward enriching all our childrens' lives with the arts.

The community involvement has grown steadily in this phase of the program, allowing us to use our financial resources optimally. Community artists, arts organizations, the school district, City Hall, the public library, businesses, parent volunteers, and community volunteers are steadily increasing their communication skills and unifying behind our goal to support arts learning. The consortium membership has increased by 30 percent, teacher involvement has increased 30 percent, and student involvement, with the addition of professional performances, by more than 100 percent. Parent volunteers for arts activities in the K-6 schools now range from 4-10 in *each* classroom.

The consortium entity has galvanized thousands of hours of parent and community expertise and support as well as solid financial funding from the local schools, organizations and businesses. After five years, BIAECC is uniting our resources most effectively in K-6. Our upcoming expansion to the middle school and high schools will be met with unexpected challenges and rewards. There is confidence that the partnerships we have built when these students were young will continue to thrive and vigorously support these students through vital years of growth, where expression through the arts can make all the difference.

Implementation of Arts EALRs

In the past two years, substantial growth for BIAECC has occurred through increased understanding and further implementation of the Arts EALRs by Consortium artists and classroom teachers. This growth in understanding of the EALRs—the focus of the ***Summer 2002 Teacher Training Institute***—has lead to more responsive teaching, critical thinking skills, and creative learning on the part of both teacher and student. The arts EALRs have provided us a guide for how broad and differentiated skills are in the arts, how in turn, we can articulate those distinctions, plan projects more effectively, and assess a project's effectiveness with the students.

Each Art Study Project is guided by EALR-focused lesson preparation. Consortium artists provide EALR-focused *Pre-Art Activity Lesson Ideas* for the teachers to help the teacher and students begin preparing for the artist's visit. All Consortium artist-instructors use an EALR-focused flexible *Lesson Plan* format, researched and developed in 2002, which is given and discussed with the classroom teacher before the classroom visit begins. Both the teacher and the artists' project evaluation and assessments are EALR-based. We continue to observe that sustained focus on EALR implementation is producing knowledgeable and articulate teachers and artists who are capable of creating more effective learning opportunities for their students

The 2004 Teacher Professional Development Training, ***Integrating the Arts in the K-6 Curriculum***, was extended to four intensive two-hour workshops during February and March. Here we focused on Arts Learning and academic EALR integration in the art discipline of the teacher's choice (e.g., *Drama Integration with Social Studies*; *Math and Science Integration with Dance and Music*). The participants explored the ***intersection*** between the arts EALRs and academic EALRs and implementation into the classroom teachers' lessons. This exhilarating adventure, on the cutting edge of current brain and body research, has spawned a coalition of nine teachers (from all five schools in the district), interested in working together to develop EALR-focused lesson plans in the new physical science curriculum integrating music and dance.

"We are so lucky to be able to have an opportunity such as this one given to us. The quality of instruction is very good, knowledgeable and from the heart. It is current thinking, sound and relevant to the classroom. I appreciate the fact that teachers in our district are able to apprise themselves of the importance of integrating the arts into the existing curriculum...not just because it is fun, but it is a better way to learn...involving more parts of the brain and engaging the learning soul!"—C. Dreiling, Ordway Elem.

Utilization of Community Resources

A strong desire for success has been clear from the beginning, but this adventure has also brought challenges. The rewards: seeing the project mature and continue to be successful. The challenges: working to incorporate the talents and expertise of a diverse group of local artists and arts organizations, sustaining effective communication with school administrators, and finding the funding to do the job well. Growth has come out of the tension between the successes and challenges. The consortium has become a solid entity recognized and supported by the larger community. The maturing BIAECC is reflected in creative and more effective communication with its community resources.

- BIAECC cultivates partnerships with 10-15 **local artists** who also are gifted teachers of children. Our local artist-instructors share our commitment to excellence in arts education, recognize the arts EALRs as an excellent teaching and communication tool, are consistent with EALR-focused lesson plans and assessments. They welcome the opportunity to work closely with a classroom teacher in planning. They enjoy writing follow-up letters to parents and families about their child's Art Study Project, sharing lively ideas with families about how they might continue the arts exploration launched in the classroom.
- Each of our main **local arts organizations** (Bainbridge Performing Arts at the Playhouse, Bainbridge Dance Center, Bainbridge Arts and Crafts, Bainbridge Island Broadcasting) provide the BIAECC performance experiences and/or teaching expertise in their form. They also provide working or meeting space, organizational support, materials support, volunteer labor, and hours of donated planning time to the consortium. Through the consortium, each organization has the opportunity to develop a reciprocal relationship with the schools or teachers in the schools. This often results in additional arts programming in the schools, or special school projects/performances at the arts organizations. This exchange expands opportunities for the students while supporting the growth of the arts organization as well.
- Our partnership with **school district staff and administration** continues to grow and improve. The BIAECC program manager communicates regularly with all five principals and the Superintendent of Curriculum who are each supportive and enthusiastic about Teacher Training, the *Art Study Projects*, planning of performances and special projects. *All of the principals provide financial support for the BIAECC programs.* Thirty-two teachers are enrolled in the program, a 30 percent increase from last year. The district's Community Relations staff has been extremely helpful in facilitating communication within the consortium, between schools, and the community. BIAECC activities are also included on the Bainbridge Island School District's Community Relations Web site.
- Beyond the arts organizations, seven **local businesses** provide support through discount office materials/supplies and food. The BIAECC was the targeted recipient this year of the Community businesses/BIAHC fundraiser, *Auction for the Arts*.
- **Parent and community involvement/volunteering.** Each K-6 classroom has 4-10 regular parent volunteers who are available and support BIAECC arts activities. In addition, each classroom has at least one, usually two, community volunteer Art Docents. There are *seventy volunteer community Art Docents* who provide classroom support for social studies, language arts, visual arts curriculum, and utilize BIAECC's Art Docent Resource Center for Professional Development and training.

"I am rich with capable and wonderful parents who support the arts-oriented activities in my classroom." ---J. Graves, Ordway Elem.

Sustained development

“It is vital to include the arts in day-to-day activities if you want to meet the needs of all students and maximize their learning potential.”--R. Ivancich, Wilkes Elem.

BIAECC goals are:

1. To provide excellent and on-going opportunities in professional development and teacher training in four arts disciplines, through EALR-focused integrated arts experiences, and in EALR-focused arts integration with the academic curriculum.
2. To provide excellent EALR-focused classroom *Arts Study Projects* with visiting artists.
3. To provide professional, high-quality, performance opportunities.

Our efforts toward sustained development of our goals can be seen in the following examples:

- **Funding.** Addressing the challenge of lack of staff to sustain efforts in targeting new funding sources, the BIAHC has added a part-time staff position in Development. This staff member will assist in the search for new funding sources for our programs, as we continue to grow and begin to serve the middle school and high school programs. All seven schools in the district, as well as the BISD Office itself, have committed on-going financial support for our programs.
- **BIAHC Board position.** As our parent organization, BIAHC is a key player, helping us to sustain our growth within the community. This year BIAHC has added a Board position to advocate for Arts Learning and help us to continue to develop effective partnerships with additional community organizations.
- **Assessment strategies.** Based on the Assessment Training Workshop with Michael Sikes, BIAECC is currently revamping our evaluation and assessment strategies to reflect our goal to assess programs, projects, lessons and artist-instructor effectiveness consistently, aligned with the Arts EALRs. We are examining outcome-based assessment strategies for their appropriate place in supporting creative learning. Through email and form evaluations, thank you letters, and interviews of teaching artists by teachers and students and artists, we are better able to assess project effectiveness, student response, and whether goals have been achieved. Through improvements in our photo documentation we are better able to assess student engagement and skill learning.
- **Teacher mentoring.** For the first time, inspired by the success of ARTS IMPACT, this year’s Teacher Training offers on-going teacher mentoring. We recognize mentoring develops strong relationships and continuity in professional development.
- **Menu of Arts Offerings.** Each year, BIAECC’s *Menu of Offerings* reflects the teachers’ and their five principals’ evaluation process of successful projects, and reflects their current needs. This year, BIAECC responded to these expressed needs by adding these seven new projects: opportunities for four in-school performances (due to increased bussing costs), studio art opportunities in etching and canvas painting, Pacific Rim studies support, and integrated arts opportunities. The ability to respond to change, and address new needs, is built into the structure of our *Menu of Arts Offerings*.
- **Art Docent Program.** In 2003 the Art Docent Program of BIAECC has established, for the first time, an attractive, user-friendly central Resource Center at Sakai Intermediate School. The Resource center offers classroom support through qualified volunteer art docents, quality visual arts materials, slides and art boxes to K-6, as well as professional development resources. Seventy volunteer art docents are given the opportunity for training in the EALRs to support classroom lessons in social studies, language arts, and visual arts.
- **Local business support.** Local business support tends to shift and change with the economy. This is an area where BIAECC would like to cultivate more enduring local business partnerships. The new part-time Development position for BIAHC will make it possible for us to identify strategies and enable us to become more effective in this area.

"I am focusing energy on building caring connections and community in my classroom and beyond the classroom. When my children had the opportunity to participate with the Bainbridge Dance Center, their connections became even more developed. Gary did a great job working with the children on personal space, body expression and awareness. These are wonderful life skills for children. The activities were easily adapted to use in the classroom. It was wonderful."—J. Graves, Ordway Elem.

THE FUTURE

BIAECC moves into the next two years with a proven record of success and a solid plan for the future. Our experience and our increased understanding of the EARLs in the Arts continue to shape our goals program wide. In this cycle, we will offer two Teacher Trainings, two New Teacher Program Orientation Trainings, and an expanded *Menu of Arts Project Activities* based on teacher/student needs. We will sustain partnerships with experienced artist-instructors, and continue to offer quality performance experiences.

Inspiration drawn from the successful practices of other WSAC-funded community consortia in areas of Professional Development (Arts Impact, SICF), Artist Education (Whatcom County), assessment strategies (Assessment Workshop), and fundraising (Arts Impact) has helped us to better address and strengthen these areas. Changes and additions to the program in these areas are reflected in the chart on the following page.

Assessment/Evaluation in 2004-6 will focus on developing a consistent pattern of evaluation in content, methodology, timing, program personnel, and student input. We have discovered email, in-person forms, and personal interviews are the most time-and-personnel-effective method. We will implement quality photo documentation, specifically as a more effective assessment as well as a communications tool.

A special project of our program over this cycle is the Visual Arts Curriculum Review and Implementation. A BIAECC consultant will support the district by participating in the Review in 2004-5 and in the implementation in 2005-6. The consultant will provide current arts curriculum research and planning support to the Bainbridge Island School District administrators/art specialists. Some preparatory work was done and is documented in the BIAECC *Long-Range Planning Report* funded by the 2002-4 WSAC grant. The focus will be on incorporating the EARLs and collaboration between the visual arts specialists, the Art Docent Program, the classroom teachers, and the BIAECC project.

In 2004-6 the consortium will grow in manageable, sustainable increments into the middle school and high school programs. We will reach forty K-6 teachers, six middle school teachers, four high school teachers: approximately 1635 students (with an additional 1500 as audience for consortium performances) representing now *all* of the Bainbridge Island Schools. This reflects a 30 percent growth overall of the program over two years. Increased enthusiasm and investment of our community partnerships drive this expansion. Each school in the district provides a stable financial contribution, and each arts organization increases its in-kind resources yearly. Success and enthusiasm for the program is reflected in steadily increasing volunteerism as well.

As we move into the next cycle of growth and challenge at middle school level and the high schools, we are focusing on developing sustainable funding partnerships with foundations supporting youth empowerment through the arts. The consortium recognizes the youth in our community as being underserved in life-serving connections to their world. We are vitally interested in responding to this need through our arts learning programming. In this next step, research on the Harvest Foundation and NEA may lead to possible partnerships.

Quality program growth will be measured through the continuing enthusiasm and investment of our community partnerships, extended volunteerism, increased funding sources, and the goal of sharing our curricular resources statewide. We are united through a sustained faith in the value of arts learning for all our children.

2004-2006 BIAECC Project Goals

Project goals	Partnerships involved	Need addressed	BIAECC Provides; EALR Resources
Sustain K-6 teacher and student support for classroom <i>Art Study Projects</i> and Performances	BPA, BAC, BDC, BIB, 4 elementary schools, 5-6 school, Consortium artists, Art Docent Center	Sustained support of arts integration in K-6	EALR-based Art Project Activities; Lesson Plans, letters to parents, pre-post lesson activity ideas
Sustain Teacher Training K-6 and expand to Grades 7-8	4 wksp in <i>Pacific Rim</i> topics; 4 wksp in <i>Arts Integration in the K-8 curriculum</i> .	Continued teacher training in arts experience and integration	Current body/brain research in the arts; EALR Lesson Plans development training
Support Grade 7 World History program at Woodward Middle School and Commodore Center	BPA, BAC, BDC, BIB, Woodward teachers, principal, Art Docent Center, parent volunteers	No arts support has been consistent in the Middle School program	EALR-based Art Project Activities; Lesson Plans, letters to parents, pre-post lesson activity ideas
Support Video/Film classes BIHS; Two classes will be the focus of 2 projects per year with guest artists.	Bainbridge Island Broadcasting, Consortium Artists, BIHS teachers, parent and community volunteers	To support teens in Media Literacy; developing original work; documenting community art projects; mentorship	EALR-based Art Project Activities, Lesson Plans, letters to parents, pre-post project activity ideas
Provide New Teacher Program Orientation	8 teachers new to the program, BPA, BAC, BDC, BIB, Consortium Artists	Orientation to the philosophy and practice of the program as a whole	Intro to EALR-based Art Project Activities; Lesson Plans, parent/teacher comm.
Support Art Docent Training	BIAECC consultant, Art Docent Resource Center, BISD teachers, parents	Plan for sustained Training for K-6 and Middle school art docents	EALR-Based Art Docent lesson plans; training docents
Support Visual Arts Curriculum Review and Implementation	BIAECC consultant, Art Docent Resource Center, BISD Art teachers, Consortium Artists, BAC	Testing sequential Art Docent curriculum guidelines; research and plan for the 2005/06 Visual Arts Curriculum Review and Implementation.	EALR-Based Art Docent lesson plans; aid collaboration with specialists, ADP, classroom teachers
Provide Artist-Instructor Training/Mentorship	Consortium artists; new community artists, teachers, BAC	No artist-instructor training or mentorship yet in place	EALR-focused lesson plans, developmental issues, communication
Augment Professional Development Resources	Art Docent Resource Center, parents, PTOs teachers, community volunteers, BAC	Lack of materials to support Middle school World History curriculum	Acquisition of additional material resources funded by PTOs, private funders.
Develop Artist/Mentorships <i>Teen Empowerment through the arts</i>	Bainbridge Arts and Crafts, Commodore School, teachers, students, parents	Life-focusing apprenticeships for teens with local artists.	Contact with artists, program coordination, EALR-focused lesson plan support
Fundraising support <i>Teen Empowerment through the Arts</i> programming	All consortium members, Bainbridge Youth Services, Teen Center, Project Hope	Develop sustained funding sources to support developing programming	Contact with Harvest Foundation Grant and NEA to help fund this work is underway

